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The Editors' Page

DURING this period of almost steady growth and development the cnild is adjusting to a partly new and continually enlarging environment, material and social. He comes into contact with a wider range of material objects, especially those constructed and used by man. He meets more people of various ages to whom he must learn to make individual and conventional adjustments.

HIS most important social contacts are with children of nearly his own age. When with them he is no longer protected and humored, or dominated by parents, but must use his own strength, skill, and wit in adjusting to a variety of individuals concerned with their own affairs. In school his activities are more continuously directed than they were in the home, but with the difference that the direction is systematized and less personal. He competes and cooperates with companions of his own age in work and play, and learns to adjust to conventions developed by the experiences of many generations. Through language he is continuously being introduced to phases of a world environment to which he responds largely in imaginative ways; but as he passes into the next stages of development he plans to adjust to it in actuality. The imperfect adjustments of the home are partly corrected by the school environment, and in turn some of the failures of the school are corrected in the home, while the core of personality adjustment is maintained by the child's own reactions to things and to people.

ALL the problems of education during this period are complex. They can be solved only by studying how individual children are being influenced in their personal and social development by the home, the school, and especially by association with companions. Poor adjustments in the preschool period in any of these fields, if not corrected during later childhood, greatly complicate the problems of adolescence. But, on the other hand, good training during childhood may be wrecked at adolescence either by overprotection, or by too sudden changes in responsibility and direction. All the articles following are to be read with these truths as a background.

E. A. Kirkpatrick

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EIGHT TO TWELVE—THE NEGLECTED AGE

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CONTRIBUTORS

DR. KIRKPATRICK has recently retired after many years as head of the Department of Child Psychology and Child Study of the State Teachers College at Fitchburg, Mass. He is one of the pioneer leaders in child study, and his books, *Fundamentals of Child Study* and *The Individual in the Making*, continue to be authoritative standard guides for parents as well as teachers. MRS. GRUENBERG is the Director of the Child Study Association of America, and Lecturer in Parent Education, Teachers College, Columbia University. DR. MALCOVE is a psychiatrist associated with the New York Psychoanalytic Institute. Until recently she has also served as Research Psychiatrist of the New York Institute for Child Guidance, and as Staff Psychiatrist at the New York Hospital. MISS BALDWIN has just completed a study of home and school relationships made with the cooperation of the National Council of Parent Education, the Progressive Education Association, and the Institute of Child Development of Teachers College, Columbia University. Its purpose was to discover the present status of home and school relationships in progressive schools throughout the country, and to suggest, if possible, future plans and changes. Miss Baldwin had previously taught in the elementary grades of Horace Mann School. THOMAS P. ROBINSON is the author of *Trigger John's Son*, a book for boys, to be published in the early fall by the Viking Press. MRS. FADIMAN is the wife of the critic, Clifton Fadiman; she serves on the Bibliography Committee of the Child Study Association.

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